

Indiana Social-Emotional Learning Competencies: Early Elementary (PK-2 grade)

Note on grade level ranges:

Because the brain develops from the bottom up—from the brain stem to the limbic system and then to the cortex—children and adolescents who have been affected by chronic adversity may enter our classrooms with varying levels of brain activation and development. While students are intended to reach mastery in the benchmark by the end of the grade range, educators may want to revisit the earlier skills periodically. Students impacted by trauma or other life stressors may experience developmental delays that require additional emotional, behavioral, and cognitive supports.

1. Sensory Motor Integration

Sensory motor integration refers to the ability to have body awareness and recognize sensations in the body. Gaining sensory-motor integration is an important skill for managing transitions, changing routines, increasing alertness for learning, and improving regulation.

1A. Students demonstrate an understanding of body awareness and sensations in the body.

"I feel an awareness of my body in comparison to objects. I feel an awareness of my emotions in my body."

Grade Level	Indicator	Strategies
Early Elementary (PK-2 grade)	<ol style="list-style-type: none"> 1. Students identify and actively participate in sensory exercises for body and brain regulation to help with life stressors. 2. Student identifies a bodily sensation and can draw what it looks like and/or how it feels in the body. 	<ol style="list-style-type: none"> 1. Movement/Song Games: Call-and- response songs provide a similar auditory challenge, like Boom Chicka Boom. We can use drum beats, songs, or a call and response sound. For example: Mimic my silly sounds- oozy woozy-oozy woozy and then students can create a silly sound or phrase and mimic them back in a steady cadence. 2. Simon Says is another great game to encourage body awareness and it also promotes self-regulation.

	<p>3. Students begin to identify two or three experiences where they need to pause and reflect.</p>	<p>3. Participate in community circles listening to a variety of rhythms, dancing, and drumming to a variety of beats.</p> <p>4. Pause and reflect activities can be taught through art, music, or game play such as the one below.</p> <ul style="list-style-type: none"> • Freeze Frame. Children can listen to music. When it stops, they must freeze in the position where the music ends. <p>5. Discuss and identify different objects, textures, and tactile stimuli using a variety of realia (everyday objects) for children to explore while identifying and naming a sensation and feeling for the object such as rocks, coins, ribbons, or anything out of our nature drawers (sometimes called "junk drawers").</p>
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1B. Students manage transitions and changes in routine.

"I feel ready for transitions and can show I am adaptable to change."

Grade Level	Indicator	Strategies
<p>Early Elementary (PK-2 grade)</p>	<p>1. Students begin to develop routines that ease difficult transitions in the school and home environments moving from one activity to another. (Home to school; playground to program; familiar to unfamiliar settings, etc.).</p>	<p>1. Movement/Song Games: Call and response songs provide a similar auditory challenge, like Boom Chicka Boom. Participate in community circles listening to a variety of rhythms, dancing, and drumming to a variety of various rhythmic beats.</p> <p>2. Simon Says is another great game to encourage body awareness and it also promotes self-regulation.</p> <p>3. Participate in community circles listening to a variety of rhythms, dancing, and drumming to a variety of various rhythmic beats.</p>

2. Insight

Insight refers to the ability to know your emotions and how they affect your thoughts and actions. Gaining insight is an important skill for building self-confidence, self-esteem, and empathy for others. Insight helps students recognize their own strengths and areas of growth.

2A. Students identify a wide range of emotions.

"I am aware of my emotions."

Grade Level	Indicator	Strategies
Early Elementary (PK-2 grade)	<ol style="list-style-type: none"> 1. Students begin to build emotional vocabulary to describe their feelings. 2. Students express feelings during sharing time. 3. Students continue to add feelings to journal writings or other writings. 4. Students express emotions through play. 5. Students begin to build skills to express emotions with "I feel" statements. 	<ol style="list-style-type: none"> 1. Use of drawing of emotions and words/pictures as visual reminders help in emotional regulation. 2. Educators use affective statements to promote emotional language. For example, "I am proud to see that you are sharing the toys today." Educators can also help to calm children when we "notice" a smile, new haircut, pair of shoes, or an activity or experience. "I noticed you were sharing and smiling in our circle activity." 3. Use of children's literature. 4. Through role plays and puppet shows, students use characters to share, listen, and respond to something funny, silly, sad, happy, etc. 5. Introduce Dr. Siegel's "I Feel" Strategy to students. Practice of using "I feel" rather than "I am" when expressing emotions. <p>See "I am sad" vs. "I feel sad" for more information.</p>

2B. Students recognize personal strengths.

"I am aware of my strengths."

Grade Level	Indicator	Strategies
Early Elementary (PK-2 grade)	<p>1. Students begin to develop, with the support of a trusted adult, a list of personal strengths.</p>	<p>1. Create a storybook through art, conversation, and/or other forms of media--this story book will include pictures, drawings, words, or sentences students would like to share that portray their strengths (students can continue to add to this book throughout the year).</p> <p>2. Create a collaborative strength word wall in the design of a tree so students can list their strengths but also attend to the root of the tree discussing ways that nourish and grow their strengths.</p> <p>3. Educators use process praise, encouragement, and positive noticing skills in their interactions with students; pointing out specific behaviors and characteristics to assist students in personal strength development as well as enhances self-esteem and self-efficacy (Example: I noticed how you used an I-message. For more examples, click here).</p>

2C. Students demonstrate self-efficacy.

"I am capable of learning."

Grade Level	Indicator	Strategies
Early Elementary (PK-2 grade)	<p>1. Students are beginning to understand the multiple strengths they bring to the learning environment.</p>	<p>1. Be specific when giving praise. Process praise specifically on the positive behavior/skill you are noticing rather than giving person/achievement-specific praise. Strength-Based activities--find activities that help build and develop student strengths.</p>

	<p>2. Students developing confidence, with the support of adult educators, when they participate in the teaching and learning environment.</p>	<p>2. Additional information for both activities can be found in the Social-Emotional Educator Toolkit.</p>
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3. Regulation

Regulation refers to the ability to recognize and manage one’s emotions. Regulation skills build positive self-control, positive self-discipline, and impulse control.

3A. Students demonstrate self-control.

"I can control my actions and manage my feelings."

Grade Level	Indicator	Strategies
<p>Early Elementary (PK-2 grade)</p>	<p>1. Students begin to regulate their impulses (e.g., communicate wants/needs; wait for something he/she wants, use a hand signal with educator).</p> <p>2. Students, with educator support, use brain aligned strategies to manage intense or difficult feelings.</p>	<p>1. Use a tangible “pause” object that will remind students to help themselves when struggling with impulse control.</p> <p>2. Use movement and deep breathing activities to help regulate emotions.</p> <p>3. To manage intense feelings students can pound clay, draw, or walk a labyrinth. (See Educational Neuroscience Toolkit for more information).</p>

3B. Students recognize life stressors and have strategies to manage them.

"I can recognize situations that make me feel stressed and take appropriate steps to change them."

Grade Level	Indicator	Strategies
Early Elementary (PK-2 grade)	<ol style="list-style-type: none"> 1. Students begin to identify challenging situations, and with an adult, create stress-reducing coping strategies that help calm the amygdala and nervous system. 2. Students recognize body sensations and emotional reactions when feeling life stressors. 	<ol style="list-style-type: none"> 1. Coping strategies include focused attention practices, rocking, or artwork (See Educational Neuroscience Toolkit for additional strategies). 2. Share visuals, worksheets, or other tools to help teach students about where they may be feeling stress and experiencing physical sensations in their bodies (See Social-Emotional Learning Educator Toolkit for additional resources).

3C. Students practice personal responsibility.

"I can take responsibility for my actions."

Grade Level	Indicator	Strategies
Early Elementary (PK-2 grade)	<ol style="list-style-type: none"> 1. Students begin to demonstrate their understanding of classroom guidelines/rules, and the consequences when they are not followed. 2. Students begin to take responsibility for classroom roles and their role as a learner. 	<ol style="list-style-type: none"> 1. Use of daily or weekly classroom jobs or helper duties. 2. To help students understand classroom guidelines/rules, use role-playing, puppet theaters, stories, and/or artwork to provide multiple opportunities for examples of appropriate and inappropriate behavior; and give students time to discuss and process thoughts and feelings. 3. Encourage students to ask questions when they are unclear or need support, and teach students the skills required to take personal responsibility for their learning.

4. Collaboration

Collaboration refers to the ability to work well with others, including in the group and teamwork environment. Collaboration works to build positive communication and conflict management skills.

4A. Student demonstrate communication skills.

"I will develop positive and healthy relationships with others."

Grade Level	Indicator	Strategies
Early Elementary (PK-2 grade)	<ol style="list-style-type: none"> 1. Students participate in sharing time. 2. Students begin to be able to tell stories and listen to other's stories. 3. Students respond appropriately to greetings and begin to learn how nonverbal communication expresses how others feel and what others might be thinking. 	<ol style="list-style-type: none"> 1. Structure time in the day that invites students to share; model by telling short personal stories (this also is a great relationship building exercise). 2. Greet students daily; stand at door or outside of doorway to warmly greet students. 3. Nonverbal Communication- What is this and can you show me three ways we communicate with our faces and bodies that show different feelings. I will begin! These discussions can be acted out or with the use of video clips and sharing examples of how we use our bodies, eyes, and faces to share how we really feel!

4B. Students understand teamwork and works with others.

"I will use active listening skills to communicate with others."

Grade Level	Indicator	Strategies
Early Elementary (PK-2 grade)	<ol style="list-style-type: none"> 1. Students will begin to play games and construct activities where there are small groups of children working together. 	<ol style="list-style-type: none"> 1. Introduce experiential small group play-based activities in the classroom to allow multiple opportunities to practice skills

	<p>2. Students play with others exploring and practicing different social roles, emotions, and experiences that could be challenging or helpful.</p>	<p>2. Teach students the roles of group work and how to work in a group (will continue to do this at each developmental level).</p>
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4C. Students apply conflict management skills.

"I will use assertive communication to resolve conflicts cooperatively."

Grade Level	Indicator	Strategies
<p>Early Elementary (PK-2 grade)</p>	<p>1. Students begin to learn and practice using "I-feel" messages.</p> <p>2. Children will begin with support, to recognize brain aligned prevention strategies and routines they can put into place with other children when conflicts arise.</p>	<p>1. Teach students about the use of the "I-message" and practice when and how to use them; model the use of "I-messages" as often as possible.</p> <p>2. Continue to teach, practice, and model brain aligned strategies especially the noticing of sensations in our bodies (See Educational Neuroscience Educator Toolkit for additional resources).</p>

5. Connection

Connection refers to the ability to have strong social awareness, giving students the ability to take the perspectives of others and empathize with people of diverse backgrounds and cultures.

5A. Students treat others fairly and respectfully, is able to see multiple perspectives and is open-minded.

"I build respectful and positive relationships with others, showing that I value diverse perspectives."

Grade Level	Indicator	Strategies
Early Elementary (PK-2 grade)	<ol style="list-style-type: none"> 1. Students are becoming aware of socially acceptable behavior with the support of adult educators. In this section, co-regulation with an adult is critical to well-being in all areas. 2. Students begin exploring both the similarities and differences between self and others. 	<ol style="list-style-type: none"> 1. Provide opportunities for cooperative play, artwork, and movement that demonstrate ways in which we connect and need one another. 2. Read culturally responsive children's literature and engage in an open-conversation with the students.

5B. Students demonstrate care and concern for others.

"I build relationships showing care and concern for others."

Grade Level	Indicator	Strategies
Early Elementary (PK-2 grade)	<ol style="list-style-type: none"> 1. Students begin developing a dyadic and dynamic relationship with school educators through the sharing of an experience, a book, or a piece of art. 2. Students will show kindness and positive regard for others and for other living things through the co-constructing, teaching, and interpersonal skill modeling by supportive school educators. 	<ol style="list-style-type: none"> 1. Teach students about the use of the "I-message" and practice when and how to use them; model the use of "I-messages" as often as possible 2. Continue to teach, practice, and model brain aligned strategies (See Educational Neuroscience Educator Toolkit for additional resources).

6. Critical Thinking

Critical thinking refers to the ability to make constructive choices and understand metacognitive strategies to enhance learning. Critical thinking skills build responsible decision-making, analytical, and critical inquiry skills which are necessary to approach learning from an innovative, creative, multicultural, and ethical lens.

6A. Students demonstrate an understanding of metacognition.

"I know how I learn."

Grade Level	Indicator	Strategies
Early Elementary (PK-2 grade)	<ol style="list-style-type: none"> 1. Students begin to talk about how they are learning. 2. Students begin to understand the many ways they learn. 3. Students begin learning about their brain and how it helps them learn. With support of an adult, students can create a goal. 	<ol style="list-style-type: none"> 1. Students are taught how to use "think-alouds" -- the student, when prompted, talks 'out loud' to articulate the mental processes that are going on inside their mind to help understand their personal process of learning. 2. Students are introduced to simple goal-setting strategies in the form of learning goals to focus on the learning process, not achievement focused.

6B. Students understand the decision-making process.

"I know my choices and decisions have consequences. I think about how my choices and decisions will impact myself and others."

Grade Level	Indicator	Strategies
Early Elementary (PK-2 grade)	<ol style="list-style-type: none"> 1. Students understand the "if/then" logic of choices. 	<ol style="list-style-type: none"> 1. Students are taught the "if/then" strategy as a way to show there are rewards or consequences of decisions. For example, "If you untie the balloon from the string, then it will fly away." This

	<p>2. Students are able to make decisions when limited options are presented.</p>	<p>"if/then" approach can be demonstrated in the classroom so students can see this visually.</p> <p>2. Give students options when there are decisions to be made so not to overwhelm them with too many options.</p>
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6C. Students analyze, synthesize, & evaluate the thinking process.

"I know how to identify problems and find creative and positive solutions to them."

Grade Level	Indicator	Strategies
<p>Early Elementary (PK-2 grade)</p>	<p>1. Students show curiosity in the learning environment.</p> <p>2. Students ask questions to find out more information.</p>	<p>1. Students participate in "think-alouds" to help them process and listen often about the problem-solving process.</p> <p>2. Use of children's literature to provide students opportunities to problem-solve through story (See Social-Emotional Learning Educator Toolkit for a list of children's books).</p>

7. Mindset

Mindset refers to the ability to demonstrate cognitive flexibility and a willingness to learn. Developing mindset is a critical learning skill for building perseverance, adaptability, self-discovery, resilience, and to be able to receive and give constructive feedback.

7A. Students demonstrate a willingness to learn, especially when faced with challenges or following a failure.

"I believe that if I give effort my abilities and learning will improve and I can learn from challenges and failures."

Grade Level	Indicator	Strategies
Early Elementary (PK-2 grade)	<ol style="list-style-type: none"> 1. Students seek support from an educator to help find ways to learn from mistakes. 2. Students show excitement for learning. 	<ol style="list-style-type: none"> 1. Place growth mindset posters or other visual aids throughout the classroom to offer reminders throughout the school day. 2. Talk about your own challenges/mistakes to model learning from mistakes; create a culture of celebrating mistakes in the classroom. 3. Read children's books that have a growth mindset theme to reinforce the language and lessons being learned. (See the Social-Emotional Learning Educator Toolkit for a list of children's books.)

7B. Student practices flexible and innovative thinking.

"I believe it is important to practice different strategies, show willingness to keep trying, and apply creative ideas."

Grade Level	Indicator	Strategies
Early Elementary (PK-2 grade)	<ol style="list-style-type: none"> 1. Students understand mistakes are a normal part of the learning process. 2. Students begin to apply creative ideas and show enthusiasm for learning. 	<ol style="list-style-type: none"> 1. Promote divergent thinking: Practice divergent thinking exercises and games, such as, gather old and dated items that students may not recognize. For example, bring in an old dial-phone or CD player. Ask students if they know what this item is or was used for at one time. Then invite them to think how they could update this item to use today. 2. Intentionally make a mistake and challenge students to find it.

7C. Students accept constructive feedback.

"I am trying to learn from the feedback that others give me."

Grade Level	Indicator	Strategies
Early Elementary (PK-2 grade)	<ol style="list-style-type: none"> 1. Students begin to learn how to receive feedback from educators and use it for personal growth. 2. Students are eager to make changes and work hard to correct the mistakes found from the feedback. 	<ol style="list-style-type: none"> 1. Use process praise language in the classroom. (See Social-Emotional Educator Toolkit for additional resources.) 2. Use "Growth Mindset" oriented stickers as feedback rather than check marks on papers or other types of stickers. 3. One-on-one student-teacher conferencing to provide constructive feedback in a strength-based/growth mindset way provides time to meet with the student and discuss progress in a personalized manner.